DOCUMENT RESUME

ED 130 112 CE 008 624

TITLE	Region X Adult Education Staff Development Program. Final Report.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
PUB DATE	Aug 75
GRANT	OEG-0-72-1441
NOTE	65p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Education Programs; *Adult Educators; Educational Objectives; Educational Opportunities; Educational Planning; Inservice Education; Preservice Education; *Professional Personnel; *Professional Training; Program Descriptions; *Regional Planning; Regional Programs; Staff Role
IDENTIFIERS	*Staff Development; United States (Northwest)

ABSTRACT

The 3-year Region 10 Program was designed to develop a cooperative network of sharing and resources among states in the region. Although, during the program, specific objectives and activities considerably changed as a response to the new knowledge and conditions which the Program identified, some general characteristics and outcomes which were continuing concerns over the entire Program include: (1) The Consortium Board function as a regional planning, sharing, coordinating, policy-making body for the Program, (2) State Departments of Education be responsible for leadership in staff development planning and coordination within the state and among states in the region, (3) participating universities work toward the development of relevant courses and programs which meet the needs of adult educators, (4) participating universities provide technical assistance to local programs in planning, implementing, and evaluating pre- and in-service activities, (5) local adult education programs identify and use staff as local in-service coordinators, (6) selected staff from throughout the region have expertise/resources in the areas of staff/program need, and (7) each staff development activity, product, or service be designed in such a way as to benefit the entire region. This report includes a discussion of the Program's management organization, goals and objectives, activities, and outcomes. (SH)

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ED130112

REGION X ADULT EDUCATION
STAFF DEVELOPMENT PROGRAM

FINAL REPORT

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon

August, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation, supported in part as a regional educational laboratory by funds from the U. S. Office of Education, Department of Health, Education and Welfare, Division of Adult Education (Grant #OEG-0-72-1441). The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

PREFACE

The Region X Adult Education Staff Development Program has experienced tremendous growth and maturation over the three years of federal assistance. July 1, 1975 began a new era with state funding for the Program. With a strong commitment from the Region X states of Alaska, Idaho, Oregon, and Washington, adult educators can be assured of a continuous, comprehensive program to meet their needs and wants for professional growth.

Throughout the years of the Program, several people have provided invaluable assistance professionally and personally. These include: Lawrence Fish, Robert Rath, Eleanor Barrett, Allen Apodaca, George Swift, James Parker, Betty Williams, Elmer Clausen, Cliff Norris, Harry Mills, Marvin Rose, Charles Ferguson, Lloyd Urdal, Richard Willey, Loren Scott, Tom Grigsby and Stanley Williamson in the management of the Program; Mike Colbert, Marvin and Wanda Hole, Jim Black, Howard Lindskoog, John Mahaffy, Glen Ingalls, Clark Jones, Larry Fidler, Arden Groteleuschen, and Donna Lockard in the operation of the Program.

INTRODUCTION

Adult education personnel have historically been parttime evening staff who work at another fulltime job. Even though, in many cases, a staff member's main position is in another level of education, i.e., elementary or secondary, the needs and wants of adults are different enough to warrant different knowledge and skills from the traditional educational mode. As funding levels, state department of education priorities, and local educational agency goals increased to support programs for adults—particularly adults with less than a high school education, additional numbers of trained staff were necessary. With the major impetus for the less-than-high-school programs, Adult Basic Education, coming from the federal government through a series of laws and appropriations to states from 1965, so too came the impetus to train competent staff for these programs.

After a series of teacher training institutes sponsored by the DHEW-OE Division of Adult Education and the Office of Economic Opportunity (1965 only) from 1965 to 1969, the Division of Adult Education funded the Region IV Staff Development Program through the Southern Regional Education Board to demonstrate the effectiveness of a regional training program which could better meet the needs of adult education personnel. The obvious success of this effort led the Division of Adult Education to make available funds to each of the other DHEW regions for a similar program, but one which could be tailored to the specific needs and capabilities of each region.

This report describes the three year effort of one segment of this national demonstration effort; namely, the Region X Program (Alaska, Idaho, Oregon, and Washington). The Program was administered through a DHEW-OE grant to the Northwest Regional Educational Laboratory and governed by a policy (Consortium) board representing the participating agencies. Unlike many of the other regional staff development projects which seemed to be directed toward assisting states to develop individual staff development programs, the Region X Program was designed to develop a cooperative network of sharing and resources among all states in the region. This topic is given considerable attention later in this document under the topic "Regionalism."

The goals of the Region X Program was to have a comprehensive regional staff development network for adult educators. During the three years of the Program, the specific objectives and activities considerably changed as a response to the new knowledge and conditions which the Program identified. There were some general characteristics or outcomes which were continuing concerns over the entire Program life. These included:

1. The Consortium Board function as a regional planning, sharing, coordinating, policy-making body for the Program

2. State Departments of Education, through the State Director for Adult Education, be responsible for leadership in staff development planning and coordination within the state and among states in the region

3. Participating universities work toward the development of relevant courses and programs which meet the needs of adult educators

4. Participating universities provide technical assistance to local programs in planning, implementing, and evaluating pre- and inservice activities

5. Local adult education programs identify and use staff as local inservice coordinators

6. Selected staff from throughout the region have expertise/resources in the areas of staff/program need (the gap between current staff capabilities and our goals/objectives)

7. And finally, each staff development activity, product, or service be designed in such a way as to benefit the entire region

This report includes the Program's management organization, goals and objectives, activities, and outcomes.

CONSORTIUM BOARD

The Region X Adult Education Staff Development Program has been governed by a policy board called the Consortium Board which consisted of the state directors of adult education, the deans or their representatives from the participating universities, and the DHEW-OE Region X Regional Program Officer for Adult Education.

Alaska

Ms. Betty Williams, Program Chief
Adult Education Program
Alaska Department of Education

Ms. Helen Juliar, Acting Program Chief (1972)
Adult Education Program
Alaska Department of Education

Alaska (Continued)	Mr. George Swift, Program Chief Adult Education Program Alaska Department of Education (1972-73)
	Dr. Charles O. Ferguson, Provost Southeastern Center University of Alaska
	Dr. Russell Jones, Dean Southeastern Center University of Alaska (1972)
Idaho	Mr. Harry Mills, Director Adult Basic Education Program Idaho Department of Education
	Mr. Marvin Rose, Director Adult Basic Education Idaho Department of Education (1972)
	Dr. Richard Wiley, Dean School of Education Idaho State University
	Dr. Loren Scott, Chairman Department of Education Idaho State University
Oregon	Mr. Clifford C. Norris, Adult Education Specialist Community College Division Oregon Department of Education
	Dr. Stanley E. Williamson, Dean School of Education Oregon State University
	Dr. Charles Carpenter School of Education Oregon State University
	Dr. Tom Grigsby School of Education Oregon State University

Washington	Mr. Elmer Clausen, Director Adult and Community Education Washington Superintendent of Public Instruction	
	Dr. George B. Brain, Dean College of Education Washington State University	
	Dr. Lloyd Urdal, Chairman Department of Education Washington State University	

STATE STAFF DEVELOPMENT COORDINATORS

Alaska	Dr. Howard Lindskoog Southeastern Center University of Alaska	
Idaho	Dr. Wanda Hole College of Education Idaho State University	Dr. Marvin Hole (1972-73) College of Education Idaho State University
Oregon	Dr. A. Michael Colbert School of Education Oregon State University	
Washington	Mr. John Mahaffy College of Education Washington State University	Mr. Clark Jones (1972-73) Mr. Glen Ingalls College of Education Washington State University

REGIONAL STAFF

W. Aubrey Gardner, Director
Region X Adult Education Staff Development Program
Northwest Regional Educational Laboratory

Mrs. Eleanor Barrett, Administrative Secretary and Newsletter Co-Editor
Region X Adult Education Staff Development Program
Northwest Regional Educational Laboratory

PROGRAM MANAGEMENT AND OPERATION

BACKGROUND

The Region X Adult Education Staff Development Program had as its purpose the development, installation, and institutionalization of a delivery system for pre- and inservice education for practitioners in adult education programs within Alaska, Idaho, Oregon, and Washington.

The Region X Adult Education Staff Development Program was managed at the Northwest Regional Educational Laboratory by a Program Director and a policy-making Consortium Board composed of the State Directors for Adult Education from Alaska, Idaho, Oregon, and Washington; representatives from the University of Alaska, Idaho State University, Oregon State University, and Washington State University, and the USOE-DAE Regional Program Officer. The Board elected a chairman and convened quarterly to review program progress and provide direction for future activities. In addition to its policy-making function, the Board served as an interagency coordination body for regional staff development activities.

The Northwest Regional Educational Laboratory (NWREL), the grantee, was responsible for fiscal management of the program funds and housing the Program Director and his staff.

SDE CAPABILITY

The Adult Basic Education State Grant Program is administered within the state departments of education in each of the Region X states by the State Director for Adult Education who, in Idaho, Oregon, and Washington, comprises the entire staff for the program. In Alaska, the VISTA ABE program employed a special staff member in the State Department who worked under the State Director. In addition to this responsibility, the State Directors served as the high school completion program administrators, GED and Community Schools administrators, Coordinator of Survival Planning and Safety Education, among others. The duties and obligations of these positions preclude the State Director's opportunity to extend himself greatly beyond his administrative responsibilities.

Within the region there was a high priority on the use of state and federal funds for program operation. One out of every two adults had not completed high school and this target population was spread out over a geographic area that is one-fourth of the land mass of the United States. The wide range of culturally unique minority groups placed additional demands on the program, i. e., Alaska Eskimos, Indians,

and frontier whites; Orientals; Chicanos; Migrants; Blacks; Basques; and the many Northwest Indian tribes. Providing adult education services throughout this vast region and to so many divergent groups was indeed costly.

In spite of these restrictions and obstacles, each of the four State Directors had provided some leadership, service, and funds for staff development activities prior to the Region X Staff Development Program. There was, however, no systematic plan or effort taking place. The State Directors, needless to say, looked forward to the Region X Adult Education Staff Development Program to provide the services so badly needed by the practitioners in their state programs.

UNIVERSITY CAPABILITY

Prior to this project, one university within Region X offered professional training opportunities in adult education. Oregon State University's MA program was the only graduate program. Several universities had graduate programs in allied fields such as agriculture extension, cooperative extension, home economics extension, community college administration and teaching, and elementary/secondary teaching and administration. However, no institution provided a graduate program for the vast group of public school/community college adult educators. Isolated courses had been periodically offered by various universities in the area of adult education but no systematic effort was underway to develop ongoing graduate/undergraduate programs. Thus, adult education leadership training opportunities, much less professional training, were extremely limited. The region had developed a core of leaders and staff who were experienced in educational program operation but not specifically for adults.

Expansion or revision of existing programs and/or development of new graduate courses/programs in adult education faced an almost impossible barrier. Declining enrollments in colleges of education and lack of state and federal funds for education forced university administrators to reduce faculty size and curtail new program implementation. State legislatures had placed freezes on any changes other than reductions in or elimination of programs. At this point in time, the urgent need for adult education programs was in direct contrast to the university's posture—indeed a formidable barrier.

LOCAL PROGRAM CAPABILITY

The local program staff size varied from one person in the sparse villages of Alaska to over one hundred in the large urban programs of Seattle and Portland. Getting people together for staff development posed monumental problems from the high cost and/or lack of travel accommodations in Alaska to the fact that almost all adult educators in the region were part-time and had "other" full-time jobs. Due to a variety of reasons, staff turnover had been high with as many as one-half of the staff being new each year in some states.

Priorities and allocation of the use of funds for staff development varied from program to program and state to state. The VISTA program in Alaska provided an intensive weeklong preservice to new staff while some programs provided one evening or less of pre- or inservice staff development. There were no adult teacher certification standards in any of the states and the local directors relied generally upon elementary and secondary teachers who theoretically should require little assistance in making the transition to teaching adults.

Most local directors served in several capacities. Within the community college, the administrator may operate the continuing education, community service, WIN, CEP, MDTA, ABE, high school completion, GED, and satellite learning center campuses. Some are part-time while they hold full-time teaching or administrative positions in a public school system. Few local directors were only responsible for ABE and/or high school completion programs.

It was extremely difficult for an administrator, who was responsible for such a wide range of duties and who—but for a few—had had no previous experience or educational training for his job or skills in providing systematic pre- and inservice for his staff, to conduct staff development activities.

When the Region X Adult Education Staff Development Program began, the development of university, state department, and local program staff development capabilities posed numerous problems. In addition to the internal forces restricting accomplishment of the objectives there was an external limitation which was to considerably limit the potential of the program. That limitation was a lack of funds for the project. The only variable determining allocation of funds to the regional staff development projects was number of undereducated adults in the region. No consideration was given to the other factors of geographic area to be served, status of the universities and state departments in developing a capability in staff development, and regional staff needs. Thus, the sparsely populated Northwest with virtually no university, state department, and local staff development capability faced the task of

implementing a program which would successfully accomplish the objectives within three years. The Consortium Board and the Northwest Regional Educational Laboratory moved forward with great hope and expectation of success.

GOALS AND OBJECTIVES

The Region X program identified four major goals and annual objectives. The goals related to the development of a comprehensive, permanent staff development capability for Alaska, Idaho, Oregon, and Washington. The objectives comprised the components which, when accomplished, operationalized the goals.

The goals included the following:

1. The establishment of a regional consortium for coordination and leadership of adult education staff development in Region X

2. The establishment of state department of education coordination for adult education staff development

3. The establishment of a university capability for professional training in adult education in each state of Region X

4. The establishment of a local adult education program capability for providing pre- and inservice staff development in Region X

PROGRAM PHASES

The Program was divided into three phases (years) which were consistent with the funding periods. Each phase had specific objectives which moved toward the accomplishment of the goals. These objectives by phase included:

Phase I (1972-73)

1. Establish a Regional Consortium for adult education and conduct quarterly meetings

2. Secure supplementary funding in the ratio of one-to-two federal dollars ($88,000 to $176,000)

3. Develop and disseminate information to adult education staff in Region X

4. Develop state staff development plans

5. Assist in the development of university courses/programs and field services in adult education

6. Provide pre- and inservice workshops and field services to 400 adult education staff in Region X

7. Provide inservice training to university-based state staff development coordinators

(During Phase II and III the objectives were divided into two categories; namely those which the grantee accomplished and those which other agencies accomplished.)

Phase II (1973-74)

Northwest Regional Educational Laboratory objectives were:

1. Continue coordination of Consortium Board through quarterly Board meetings

2. Secure supplementary funds in the ratio of one-to-one federal dollars ($176,000 to $176,000)

3. Continue to develop and disseminate staff development information throughout Region X

4. Develop a Regional Staff Development Plan and submit to the Regional Commissioner

5. Provide technical assistance to universities for the development of courses/programs in adult education

6. Provide technical assistance to state staff development coordinators in developing career ladder educational opportunities for adult education participants and staff

7. Assist in the development of financial support for the state staff development coordinator position

8. Provide flow-through funds to universities for accomplishing objectives

Agency objectives:

State Department of Education

1. Implement the State Staff Development Plan

2. Provide funding assistance to the participating state university for the implementation of the State Staff Development Plan

3. Assist community colleges to develop career ladder opportunities for adult education participants and staff

4. Provide assistance to universities in the development of undergraduate/graduate courses/degrees in adult education

5. Identify and mobilize resources for staff development activities

6. Maintain accurate financial and program records for staff development activities

7. Continue to serve on the Consortium Board

Universities

1. Through funding assistance from NWREL and the State Department of Education, provide a State Staff Development Coordinator(s) who will coordinate implementation of the State Staff Development Plan in conjunction with the State Director for Adult Education

2. Provide assistance to community colleges to develop career ladder educational opportunities for adult education participants and staff

3. With State Department of Education and NWREL assistance, develop undergraduate/graduate courses/ degrees in adult education

4. Identify and utilize resources in the co-implementation of the State Staff Development Plan

5. Maintain accurate financial and program records for the staff development activities

6. Continue to serve on the Consortium Board

Phase III (1974-75)

Northwest Regional Educational Laboratory objectives:

1. Continue the coordination of the Consortium Board through quarterly meetings

2. Continue to develop and disseminate staff development information through Region X

3. Seek alternate funding sources for Phase IV continuation of the Consortium coordination

4. Continue to provide technical assistance to universities for the development of courses/programs in adult education

5. Continue to provide technical assistance to state staff development coordinators in developing career ladder educational opportunities for adult education participants and staff

6. Continue to assist in the development of financial support for the state staff development coordinator position from state and university funds

7. Provide flow-through funds to universities for accomplishing objectives

Agency Objectives:

State Department of Education

1. Revise and continue to implement the State Staff Development Plan

2. Provide funding assistance to the participating state university for the implementation of the State Staff Development Plan

3. Provide funding assistance in the form of normal university salary and personnel benefit increases above the Phase II level for the State Staff Development Coordinator's position to the participating state university

4. Continue to assist community colleges to develop career ladder educational opportunities for adult education participants and staff

5. Continue providing assistance to universities to develop undergraduate/graduate courses/programs in adult education

6. Continue to identify and mobilize resources for staff development activities

7. Continue to maintain accurate financial and program records for staff development activities

8. Continue to serve on the Consortium Board

Universities

1. Through continued funding assistance from NWREL and the State Department of Education, provide a State Staff Development Coordinator(s) who will coordinate implementation of the State Staff Development Plan in conjunction with the State Director for Adult Education

2. Continue providing assistance to community colleges to develop career ladder educational opportunities for adult education participants and staff

3. With continued State Department of Education and NWREL assistance, develop undergraduate/graduate courses/degrees in adult education

4. Continue to identify and utilize resources in the co-implementation of the State Staff Development Program

5. Continue to maintain accurate financial and program records for the staff development activities

6. Continue to serve on the Consortium Board

DELIVERY SYSTEM

The ultimate value of the Region X Adult Education Staff Development Program was to have more effective functioning ABE staff through increased competencies. Therefore, all goals, objectives, activities, and services of the Program were aimed at that end. Because of the extreme differences in demography among the states in Region X, it was apparent that no single content was appropriate between or even within states. The needs of clients in the urban areas of Portland and Seattle were very different from the rural areas of Eek, Alaska or Ft. Hall, Idaho. It was indeed apparent that inservice programs which were relevant and effective would need to be local and ongoing. Individual workshops without followup assistance and support would be a meaningless waste of resources.

In order to develop relevant staff development services, the Program acknowledged the following assumptions regarding a delivery system which could address the needs:

1. A multi-agency approach is best

2. Local program and staff inservice activities should generate from the needs of ABE clients and future plans of the program

3. Each local program and perhaps even each ABE staff person should have an inservice plan

4. Each local plan should be developed for a minimum of one year's inservice and should be revised annually as a continuous component of the program

5. Each state should develop a staff development plan as a component of its State Plan which would coordinate the utilization of resources relevant to the local inservice needs and future plans for the state ABE program

6. Each local program should have a staff member assigned either a full or parttime responsibility for inservice education

The delivery system which was developed to meet these criteria included three functions. These were regional, state, and local coordination in the development of staff development capabilities. The agencies cooperating in these functions included state departments of education, universities, local adult education programs, and the Northwest Regional Educational Laboratory. Each agency had its role in the system. NWREL was responsible for regional coordination; state

departments for state coordination; universities, cooperation with state departments in state coordination and delivery of services; local programs, development of inservice programs.

REGIONALISM

The concept of "regionalism" has been given considerable attention and focus in the Region X Program. Because of a number of activities among the states in the region previous to the staff development program, the beginning point for establishing what this meant was considerably advanced. This was due in part to a number of factors. Among them were:

1. Region X had been newly formed by DHEW a few years previously and the states which made it up had worked closely together to bring this about

2. This earlier union had forced the states to consider their similarities as an argument for their new identity as a region

3. Perceived distance from the federal decision-making location and lack of consideration in federal decisions related to adult education encouraged the states to ban together for strength

4. Lack of adequate financial resources to accomplish all of the tasks related to the implementation of a comprehensive program for adults in a state inticed the states to cooperate/coordinate in a number of areas

5. The congeniality of the state directors for adult education and their commonly shared goals for their programs allowed them to work smoothly and effectively

6. The openness of the state departments of education which permitted the state directors to cross state lines for planning and implementing joint activities

7. Most state departments of education had a single person in adult education who also had numerous other administrative responsibilities which led them to seek ways to maximize knowledge and resources

8. And finally, the leadership provided by the DHEW-OE Region X Regional Program Officer for Adult Education was an invaluable catalyst

And so with a number of positive factors supporting the refinement of an already existing history of cooperation, the Staff Development Program worked toward coordinating those staff development activities which would avoid unnecessary duplication, maximize resources, and insure quality.

The specific outcomes of the regionalism effort were these:

1. All four states proportionately funded the continuation of the Staff Development Program

2. All four states have and will continue to participate in a regional staff development coordination/planning body

3. All four states have and will continue to participate in regional training/coordinating activities for state staff development coordinators

4. All four states have and will continue to participate in planning and implementing training activities on a regional level which meet either (a) needs of a few from each state, or, (b) needs common to practically all in each state

5. Individual state development of materials which were for in-state as well as regional use

6. Development of materials for use in the region by a regional resource team

7. Development and sharing of resource people's expertise

8. State planning and conducting of activities for staff from instate and out-of-state

9. Joint planning and conducting of activities among local programs across state lines

10. Participated in a regional staff needs assessment

11. Development of university courses/programs which meet needs of staff instate and across state lines

12. Development of a regional newsletter for all staff

13. The allocation of resources which were to benefit the state as well as the region

These outcomes clearly indicate that the concept of a regional staff development program became a reality in Region X. Each has developed the linkages which augment the local and state capabilities through regional coordination and cooperation.

PROGRAM OUTCOMES

As discussed earlier, the Region X Program was designed as a three phase process. Throughout each phase, however, the goals remained the same even though the objectives and activities which supported them shifted as the priorities were met or changed. Unlike many of the other regional staff development programs which had three-level agency development goals, i.e., state, university, and local, the Region X Program had a four-level thrust. Added to these three was the goal of actually establishing a continuing regional coordinative/implementation function. It is felt that this, in part, has led to the continuation of the Program from state funds.

The four goals of the Program were:

1. To have a regional capability for planning, coordinating, and conducting adult education staff development activities

2. To have a state department of education capability to provide leadership and support for all levels of adult education staff development

3. To have a university capability to provide pre- and inservice activities/programs which meet the needs of adult education practitioners

4. To have a local adult education program capability to plan and conduct inservice activities

The goals were established at a regional planning meeting held during the first few months of the Program. The responsibility for designing specific activities which would accomplish these goals was shared equally among state directors of adult education, university deans, their representatives, or the provost, the Program Director, and the state staff development coordinators.

The major effort during the three years centered on the establishment of training networks within states and among the region. The greatest need, priority, and thus resources went into establishing and providing local inservice activities. Even though this occurred, it did not seriously impair the development of the activities and objectives related to the other goals. Related to each goal were a number of activities which collectively produced outcomes consistent with the accomplishment of the goal. These are related below.

Goal 1: Establish a capacity for regional coordination, implementation of staff development

a. All agencies, institutions involved in the regional delivery system network participated in quarterly meetings to share in the broad decision-making/planning role

b. A regional newsletter, XCHANGE, was established as a training supplement/information source

c. All staff of delivery system institutions participated in quarterly joint inservice/coordination meetings

d. A regional staff development workshop program was established

e. A regional cadre of staff with special expertise was developed

Goal 2: Establish a state department of education capability to provide leadership and support for staff development

a. Participation on the Consortium Board was designed to place state directors in leadership/decision-making role as well as to gain their commitment to the program

b. Quarterly meetings of the Consortium Board included activities which were designed to increase the state directors' awareness of the leadership role/tasks

c. All Staff Development Program activities were processed through the state director. They also participated in all major planning efforts for their states and the region

d. State directors fiscally supported program staff salaries, travel, and activities

e. Memorandums of agreement were established between participating universities and state departments of education to ensure maximum coordination and articulation

f. State directors commissioned their staff development coordinators to develop an annual staff development plan

g. State directors committed themselves to the continuation of the Regional Staff Development Program out of state funds

h. The state staff development coordinator, although university-based, has the dual responsibility of coordinating statewide local inservice as well as the development of a university program capability. His local coordination role required a close relationship with the state director to whom he was indirectly accountable. These positions were picked up by the state director out of state funds

Goal 3: Establish a university capability to provide pre- and inservice courses/programs which meet the needs of adult education practitioners

a. The Program entered into Agreements with one university in each state selected by the state director whereby the institution would receive support for the state staff development coordinator's salary and related staff development activities

b. The Program also provided travel for the state coordinator to move about the state setting up statewide and local workshops as well as credit courses

c. Program funds were provided to university-based state staff development coordinators to attend professional growth activities

d. The Program required the participating university to provide support for the Program within a range of means, including but not limited to supervision of staff, office space, materials, office equipment, telephone, postage, and institutional indirect costs

e. The Program required that the participating universities consider the staff development coordinator a full faculty member with rank

f. The Deans of the college of education, their representative, or in the case of the University of Alaska, the Provost of the Southeastern Center, participated on the Consortium Board with the state directors. This placed the university in a decision-making/leadership role in the Program as well as to gain their commitment to adult education

g. University-based staff development coordinators were assigned various responsibilities related to planning, implementing, and evaluating regional, state, and local activities. Among these were (1) conducting needs assessments, (2) developing state staff development plan, (3) assisting each local program to plan and

conduct inservice, (4) identifying and/or training resource people for inservice, (5) negotiate with state director for funds to support state staff development plan, (6) evaluate activities, (7) represent Program/university at official meetings, (8) teach university courses, (9) maintain records, (10) make reports, (11) orient elementary/secondary education majors to adult education (see Appendix A which includes the coordinators final reports of activities).

Goal 4: Establish a local program capability to conduct inservice training for staff

a. The Program supported plans and activities for the establishment of a local program inservice coordinator

b. University-based state staff development coordinators planned, organized, and conducted training sessions for staff who were to act as local inservice coordinators. In Alaska the groups consisted of area supervisors, in Idaho, teacher trainers, in Oregon, CADRE, and in Washington, Core of Adult Teacher Trainers (CATTs)

c. Numerous regional workshops were conducted to provide additional training for this group in specific content areas, i.e., teaching reading, cultural and ethnic understanding, etc.

d. Local inservice coordinators have been used in a variety of ways by their local directors in addition to their role as trainer which seems to be a catalyst for more effective program operation

e. Most local inservice trainers have been responsible for planning their local program's annual inservice plans in conjunction with their directors and the state staff development coordinator

PROGRAM ACTIVITIES

The Program engaged in a number of activities during the three years which were designed to accomplish the objectives and goals. This section of the report describes only the major activities within the goals structure of the Program.

Goal 1: Establish regional staff development capability

Activity	1972	1975	No. of Staff Involved
Agencies coordinating/establishing adult education staff development	0	1	
Regional coordination meetings	0	4	25
Regional staff development workshops	0	5	180
Communication networks established	0	3	
Staff with special expertise or resource materials shared among states	little to none	frequent	increasing frequency

Goal 2: Establish state department of education capability to provide leadership and support for staff development

Activities	1972	1975
A person in a state assigned to coordinate staff development	0	4
Specific state plans for staff development	0	4
Fiscal support for state staff development activities	some	considerable
Memorandums by Agreement between universities and SDE's for state coordination	0	4
Coordination/implementation of local and area inservice training	little	considerable

Goal 3: Establish a university capability to provide pre- and inservice courses/programs/activities

Activities	1972	1975
Number of institutions with courses/programs specifically for ABE staff	1	5
Number of courses offered for ABE staff	2	15
Number of classroom hours offered	60	422
Number of staff participating in courses	23	288
Number of non-credit workshops conducted by universities	0	69

Number of staff participating in non-credit workshops	0	1,347
Number of hours of non-credit workshops	0	763
Number of university field assistance visitations	0	75
Number of staff provided field assistance	0	1,067
Number of hours of field assistance	0	499

Goal 4: Establish a local program capability to conduct inservice training for staff

Activities	1972	1975
Number of local inservice trainers	0	56
Number of training sessions held for trainers	0	11
Number of local programs planning and conducting inservice programs	15	88

SUMMARY

In many ways the Region X Adult Education Staff Development Program has been a dual purpose effort. The regional component has been concerned with establishing the regional network capability as well as with being that regional capability. The state directors have served as policy/decision-makers as well as an integral part of the implementation process. The state staff development coordinators have played the role of university staff as well as statewide coordinators of inservice. The local program teacher trainer serves as director or instructor along with his/her role as staff developer. Perhaps it is this participation/involvement in the Program which has led to the commitment to continue the Program out of state funds.

As in many of the other regional staff development projects, there has been a varied effect on the agencies involved. The state directors seem to have had the most impact with the university graduate program, the least. The local program has benefited greatly although they have seen the leadership and service as coming from state agencies rather than the regional program. This in itself is a healthy condition since the primary thrust was to institutionalize the Program within each participating agency.

Although the question of "where would we be today in adult education programming and staff development had the federal government not provided the funds to have had the Program?" has not been formally asked, I'm sure the findings would show that generally the knowledge,

skills, capabilities, and support for adult education have grown considerably. Even though they were not the target population, some assistance was provided to other agencies such as minority social agencies, Laubach Literacy, Indian Tribal Councils, Girl Scouts of America, other federal projects (AMIDS, ACTION, etc.), community schools organizations, community colieges, to name but a few. Indeed the lives and skills of many have been altered in a constructive way for all.

The Program will continue on an annual basis out of state funds. The Northwest Regional Educational Laboratory will continue to maintain regional coordination and services through a Program Director and secretary. The participating universities will continue to employ a state staff development coordinator who will instruct in university courses/programs as well as to provide assistance in local inservice activities. The Consortium Board will continue to function as a regional policy/decision-making body for the Program. And finally, each local program will continue to train and use a local inservice coordinator.

APPENDIX A

ANNUAL REPORT

Alaska Adult Education
Staff Development Project
FY 1974-75

Howard Lindskoog, Ed. D
Alaska Coordinator
Associate Professor of Education
University of Alaska
Southeastern Region
Juneau, Alaska

ANNUAL REPORT

The Scope of Work Agreement between the University of Alaska, Southeastern Region and the Alaska State Department of Education (Adult Education) served as the basic guide under which the Staff Development Coordinator functioned during FY 1974-1975. A summary of activities related to each specific scope of work item is herein provided.

Training Activities

Plan and conduct, in cooperation with the Alaska Association for Continuing Community Education (AACCE) a statewide Adult Education Conference.

This Conference was held at the Holiday Inn, Anchorage on September 10-12, 1974. The Coordinator was involved in three activities related to the Conference: (1) served on the planning committee; (2) administered all expenses related to the conference—hotel, participant stipends, travel, etc.; and (3) presented mini-workshop on Cross-Cultural Communications with 15 participants.

Plan and conduct a series of workshops throughout the State, as follows:

1. Field supervisors workshop

   Two workshops involving five regional coordinators and ALL Project personnel were held, one in September and one in May. The fall workshop was primarily devoted to program planning, under the direction of Betty Williams, ABE Program Chief and staff development planning, coordinated by the Staff Development Coordinator.

2. Five local workshops

   Each of the five regional coordinators was responsible for planning and conducting one workshop for teachers within his/her region. Eleven workshops were actually held this year.

3. Urban teachers workshop

   On recommendation of the regional coordinators, this workshop was cancelled and the funds allotted for it were diverted to the regional workshops. One workshop involving the ABE teachers in Anchorage was presented by Mr. Jerry Brown, Northwest Regional Educational Laboratory.

On-going field training and visitation will be provided, as follows:

1. The Staff Development Coordinator will provide field visits and individualized training to each field coordinator at least once during the year.

   Ten field visits were made during the year to regional coordinators. In addition, the Coordinator: (1) co-directed one workshop; (2) made the following workshop, "How Adults Learn"; "Techniques for Teaching Reading"; "Techniques for Teaching Math"; "Use of Supplementary Material in ABE"; (3) formal evaluation of Kuskokwim Community College ABE workshops. Field visitations were made to the following sites: Bethel (1), Fairbanks (3), Anchorage (3), Nome (1), Kodiak (2), Juneau (4).

2. Each regional coordinator will provide a field visit and training for every ABE teacher in his/her region at least once during the year.

   Statewide, an average of two visits to each village ABE program were provided by regional coordinators.

A communication linkage system will be provided by the Staff Development Coordinator as follows:

1. Establish staff development newsletter providing information on what is happending in ABE throughout the State, trends, new ideas and techniques, and new curriculum.

   At the September AACCE Conference it was decided to have the ALL Project, Anchorage Community College, publish a regular Adult Education newsletter with Donna MacAlpine acting as editor. Three newsletters have been published this year with material contributed by Adult Education personnel in the State.

2. Disseminate a yearly calendar of plans, workshops, and other events of interest to adult educators.

   A calendar was disseminated to regional coordinators and teachers in October, 1974. In addition, as other activities—courses, workshops—both within Alaska and in other states have come to our attention they have been disseminated to the field.

3. Establish list of persons in the state involved in some way with adult education.

   This objective has not yet been completed. A Resource Handbook is in the process of being completed which will provide ABE program administrators, teachers, and other interested persons with a listing of individuals who possess expertise in various areas of adult education. It is expected that this Handbook will be completed this summer. A second thrust in relation to this objective is being undertaken by Dr. Larry Helms, University of Alaska, Fairbanks. Dr. Helms is in the process of compiling a directory of adult educators and adult education programs in Alaska.

4. Act as resource to disseminate ideas, cross-fertilization, and who-does-what in adult education.

   This objective was accomplished in various mailings sent out by the Staff Development Coordinator. During field visits, provided ideas and materials related to teaching methodology, program development, and curriculum materials.

To develop and implement an on-going assessment of ABE teachers on a yearly basis.

The Staff Development Coordinator has been involved in three evaluation activities during the year. (1) designed and completed a statewide evaluation of ABE teachers based on data gathered during FY 1973-74; (2) designed and completed evaluation of Kuskokwim Community College ABE workshop in October. This activity was done at the request of the ABE coordinator; (3) in cooperation with the State ABE Program Officer designed, prepared evaluation instruments, and conducted State Evaluation of ABE. The final report is presently in final revision form.

To encourage institutions of higher learning to develop and expand adult education course offerings and degree programs. The Staff Development Coordinator shall teach such adult education courses as will contribute toward achieving Alaska's staff development goals and objectives.

A core of graduate and under-graduate courses have been taught. Proposals for degree programs in adult education at the M.A. and A.A. levels have been submitted to the University of Alaska. Two individuals completed a Master's Degree programs with an emphasis in Adult Education this year.

An A.A. degree program in adult education has been implemented this year by the Kuskokwim Community College, Bethel for 15 village ABE teachers.

Basic Education: Teaching The Adult, 3 credit hours, M.A. level. Twenty-four students enrolled. Taught by Dr. Larry Helms, Fairbanks.

Methods and Materials in Adult Education, 3 credit hours, M.A. level. This course was offered June 9-27 on the Fairbanks campus of the University of Alaska with six students enrolled for credit.

To encourage the development of an ABE resource center with the capability of disseminating data to the field in terms of training materials, research data, and teaching techniques.

This objective was not met this year.

Coordination Activities in Conjunction with Program Director, NWREL

Participate in training activities for State Staff Development Coordinators.

A total of 19 workshops, conferences, and meetings at the national, regional, and state level were attended. These included: (1) two national meetings of professional adult educators; (2) four Region X Staff Development Consortium Board meetings and two training workshops; (3) one statewide conference, five workshops, two meetings of state regional coordinators, and three general planning meetings.

A total of 81 days was involved as a participant in these activities. Benefits included exposure to new ideas and materials, specific training in evaluation methods which have been implemented in this year's state evaluation, opportunity to pool ideas, share experiences with other adult educators, and implementation of LVA tutor training workshop and ABE/ITV course in Alaska. Another benefit has been the opportunity for 19 ABE teachers and/or regional coordinators to participate in Region X workshops: Curriculum Materials Workshop, Evaluation Workshop, ABE/ITV Workshop, Literacy Volunteers of America Workshop, and Northwest Adult Education Association Conference.

Assist in the planning, development, and implementation of one regional staff development activity.

This objective was not implemented. Made such reports as were requested by the Region X Staff Development Director.

Negotiate with the State Director of Adult Education for funds in support of the State Staff Development Plan and maintain and report accurate records on their use to the State Adult Education Director.

A State Staff Development Plan and budget request was submitted by the Staff Development Coordinator to the State Director. Plan was approved and funds were allotted to carry out staff development activities for the year.

Assist in the development of future regional staff development plans.

Participated in planning meeting called by State Director of Vocational Education for establishment of a staff development/teacher competency center. Assisted ABE State Director in writing proposal for involving the adult education staff development coordinator in the competency center. Region X Staff Development Coordinators drafted recommendations concerning regional staff development activities for FY 76.

Comply with the policies and procedures governing the operation of the Program.

Have submitted required reports and kept required records of travel and expenditures.

Evaluation and Data Collection

Record the number of ABE programs which designed and initiated an annual staff development program as a result of project assistance.

Total staff development funds allotted by the State Department of Education ABE Section were contracted to the Staff Development Coordinator through the University of Alaska, Southeastern Region. The State Coordinator effected letters of agreement with each regional coordinator's agency for the expenditure of those funds within their respective regions. Budgeting of other staff development activities was handled by the State Coordinator directly. Each regional coordinator submitted an action proposal identifying activities, objectives, and funds needed to carry out these objectives. A large block of time was involved in managing staff development funds—purchase orders, check requests, flight arrangements, stipends. In one case, the state coordinator personally carried more than $1,000 in cash to pay stipends to workshop participants.

Four regional coordinators submitted staff development proposals which were funded. In addition, the staff development coordinator worked with two local programs in establishing weekly staff meetings, and assisted one program in developing a local advisory board.

Data collection concerning requests for information, resource people, inservice programs, and the provision of such services as a result of staff development project.

By and large, the provision of services has been initiated by the State Staff Development Coordinator and has been provided in face-to-face meetings.

Although no exact record was kept, at least ten requests for information or help were received from State ABE personnel requiring either a phone or letter response. In addition, five requests for information or guidance were received from persons in other states to which response was provided.

Records of courses and/or workshops provided and number of individuals served as a result of continuing education opportunites.

Eleven ABE workshops were conducted in Alaska this year at six different locations: Juneau, Anchorage, Kodiak, Bethel, Fairbanks, and Nome. A total of 106 individuals participated in these workshops. Approximately 100 persons attended the Adult Education Conference representing not only ABE but general Adult Education, State Legislators, and other persons. Two Adult Education courses at the M.A. level were held with a total of 30 persons participating.

EVALUATION

Adult Education staff development in the state of Alaska has expanded greatly this year. Certainly, the Staff Development Coordinator cannot take credit for all that has happened. It has been the cooperative efforts of everyone concerned, from the state level to the classroom teacher, that has contributed to its expansion. In particular, the addition of five regional coordinators under the direction of Betty Williams, State ABE Program Chief has played a large role in the development both of programs and staff development.

However, at this point, success or effectiveness is difficult to judge. The Statewide ABE Evaluation presently being completed will provide a baseline from which to compare and draw some conclusions in the future. For example, ABEin Alaska has had a high rate of teacher turn-over every year. What effect will staff development activities this year have on teacher turn-over next year? We cannot answer this question at the moment.

The data presented in this report is primarily quantitative. Beyond that we can only say that activities have taken place, new ideas generated, more training has been offered than would have been possible apart from the staff development project.

A SUMMARY REPORT OF THE IDAHO ADULT EDUCATION STAFF DEVELOPMENT PROJECT

1974-75

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ANNUAL REPORT OF THE
IDAHO ADULT EDUCATION
STAFF DEVELOPMENT PROJECT

1974-75

The Scope of Work agreements between Idaho State University and the State Department of Education (Adult Education) served as a primary document delineating the responsibilities of the Idaho Adult Education Staff Development Coordinator during 1974-75. The general goals of the coordinator were:

1. To assist in the establishment of annual staff development programs within local ABE programs which desire assistance

2. To assist in providing information, resource personnel, and/or inservice programs related to areas of concern in Adult Basic Education

3. To provide opportunities of continuing education for ABE staff and other individuals desiring to enter the field of adult education

In order to facilitate goal implementation, the duties of the coordinator were stated in terms of relations with the various sponsoring agencies.

A summary of activities as they relate to specific Scope of Work items will be utilized as a basis for this summary report.

2.1 In conjunction with the State Director of Adult Education:

2.1.1 Co-implement the State Staff Development Plan.

The state staff development plan, as referred to in the Adult Education Program Administrators Handbook (1974: Section 2.0) calls for the provision of identified pre-service and inservice activities to meet the needs of Adult Education staff members.

In order to ascertain training needs of ABE staff in Idaho, contact was made (via ABE program administrators' meetings, telephone and written communications) with all ABE Program Administrators in Idaho. Five of the program administrators identified specific needs which were responded to either by implementation of inservice programs by the State Coordinator of Staff Development or by dissemination of information related to specific requests.

Field visitations to the following sites were made for the purpose of gaining input from both administrators and teachers relative to training needs:

1. Idaho State University ABE Learning Center, Pocatello
2. Boise State University ABE Learning Center, Boise
3. College of Southern Idaho, Study Skills Center, Twin Falls
4. Lewis and Clark College, ABE Learning Center, Lewiston
5. North Idaho College, Couer d'Alene
6. Mountain Home Air Force Base Pre-prep Center, Mountain Home
7. Blackfoot Senior High School, Blackfoot
8. Idaho Falls High School, Idaho Falls
9. Bonneville High School, Idaho Falls

Contacts were made with a total of fifty-two individuals including program administrators, teachers, and teacher aides as a result of these visitations. Specific types of programs which were implemented as a result of visitations will be described under item 2.1.6.

2.1.2 Assist local program directors and/or their institutional inservice training officers to develop an annual inservice plan.

Three of the ABE programs in Idaho have designated individuals to be responsible for local inservice training. All of these institutions have begun to develop annual inservice plans. Although it may not be feasible for smaller programs to designate such an individual, encouragement has been given, at various times, for broader acceptance of this approach to staff development.

2.1.3 Conduct a continuing needs assessment of adult education staff.

At the beginning of this year, the ABE Program Administrators in Idaho elected to participate in a nationwide needs assessment conducted by the University of Missouri at Kansas City. The results of this assessment, which are still unavailable, were to be utilized as a basis for planning training activities. The state coordinator of staff development also designed a needs assessment instrument which was utilized in the Idaho State University ABE program. Staff members responded to the instrument and inservice programs relative to stated needs were planned. This option was available to other program administrators.

2.1.4 Conduct a planning session for updating the State Staff Development Plan

A committee was designated to work on the state staff development plan. Under the direction of the State Director of Adult Education, the first committee meeting was held in Boise, May 5, 1975. Updating of the state staff development plan was begun at that time.

2.1.5 Provide information on staff development activities to state and local agencies which are engaged in adult education programs.

Numerous agencies and institutions are engaged in the provision of adult education programs for their clients. Cooperation between agencies and an awareness of the total scope of adult education is imperative if adult educators are to meet client needs within a given community. For this reason, the state coordinator of staff development interpreted this Scope of Work item as being a vehicle for promoting visability of both the staff development project and adult education. Information concerning staff development activities, inservice programs, workshops and availability of training materials was disseminated to ABE program administrators and teachers in Idaho. Opportunities also arose to address various groups concerning adult education and the Idaho Staff Development Project. A list of presentation topics which were given by the staff development coordinator and the approximate number of participants follows:

"Characteristics of Women Returning to Basic Education," ABE Strand of Language Arts Conference, approximately 15 participants

"Leisure and Various Life Stages," Adult Psychology Section, AEA, Miami, Florida, approximately 45 participants

"The Patient as an Adult Learner," panel presentation Idaho Nurses Association Annual Convention, approximately 65 participants

"Careers in Adult Education," Pocatello High School Careers Education Class, approximately 60 participants

"Future Trends in Adult Education," Mountain Plains AEA Conference, Boise, approximately 55 participants

"Organizational Analysis" and "People Evaluation," Inservice Programs for medical technologists and medical technology students, Bannock Hospital, Pocatello, approximately 30 participants

As a result of these activities, approximately 270 contacts were made with individuals from various areas of adult education.

Visability of adult education and staff development was further enhanced by contact with the State Action and RSVP programs. These agencies were notified of the availability of training resource (through the staff development project) which could be utilized in teaching volunteers to work with adult basic education students.

2.1.6 Implement additional staff development activities.

Inservice workshops were held at various ABE sites throughout the state of Idaho during 1974-75. Dr. Jim Black coordinated workshops in Northern Idaho.

A listing of the inservice programs and workshops for which the Idaho Coordinator of Staff Development was directly responsible follows:

"Needs Assessment," ABE Learning Center, Idaho State University, September, 1974 (3 hours), 16 participants

"Staff Development," ABE Program Administrators Conference, Couer d'Alene, October, 1974 (6 hours), 15 participants

"Media and Materials Utilization for ABE Staff," ABE Learning Center, Idaho State University, October, 1974 (3 hours), 24 participants

"Literacy Education Workshop," Study Skills Center, College of Southern Idaho, March, 1975 (12 hours), 11 participants

"Literacy Education Workshop," ABE Learning Center, Boise State University, March, 1975 (16 hours), 9 participants

"Literacy Education Followup and Workshop on Teaching Listening, Speaking Skills, Word Recognition and Reading Comprehension," Study Skills Center, College of Southern Idaho, April, 1975 (3 hours), 9 participants

Invitations to attend inservice programs on "Program Evaluation" and "Commercial and Teacher-Made Materials" at ISU ABE Center were also accepted.

2.1.7 Identify, mobilize, and disseminate current information on training resources available for state and local inservice training.

In December, 1974, an Adult Basic Education Resource Personnel List was compiled and distributed to all ABE Program Administrators and selected individuals in Region X. As a result of this initial list, revisions were made and an Idaho Adult Basic Education Resource Personnel and Materials Guide was published by the Department of Education at Idaho State University. This guide included the identification of local, state and regional experts in 24 areas of adult basic education. Also incorporated in the guide was a listing of resource materials including commercial ABE and GED materials, teacher constructed materials and teacher training materials. The guide has been disseminated to Idaho adult basic education teachers and aides and program administrators as well as selected individuals in Region X.

2.2 In conjunction with Idaho State University to

2.2.1 Represent the Program/University in meetings which are concerned with adult education staff development.

A total of fifteen workshops, conferences and meetings at the national, regional, and state levels were attended. Categories of meetings ranged from three Region X Staff Development Consortium Board Meetings, three Idaho ABE Program Administrators Meetings, three regional workshops, one statewide workshop, and four meetings of national, regional, and state adult education associations. A total of forty-nine days was spent in pursuit of this activity. The benefits which resulted from involvement in these areas include:

1. Knowledge of training resources which were available through Region X and NWREL, as well as national resources

2. Opportunities to work with ABE teachers and coordinators from Idaho who have been involved in several of the workshops and conferences. A pooling of resources and exchange of ideas has resulted in an understanding of what the needs of some of the programs are

3. Procurement of hands-on materials, such as Literacy Volunteers of America slides and audio tapes, Leadership Training in Evaluation materials, and ABE/ITV video tapes on Basic Education

2.2.2 Orient elementary/secondary education majors in teacher education institutions to the processes and concepts in adult education

This item has been implemented through presentations to Ed. 101 classes and through participation of elementary and secondary education majors in adult education course offerings of the University.

2.2.3 Assist in the development of the undergraduate/graduate course in adult education.

A core of undergraduate and graduate courses in adult education has been developed. Adult Education courses may be applied as an area of specialization within the master's degree in Curriculum and Supervision. Since the initiation of the staff development project three years ago, five individuals have completed the master's program described above. (Two completed in the summer of 1974, one in the fall of 1974, and two in the Spring of 1975.) Eight individuals have been admitted to candidacy for the master's degree in Curriculum and Supervision with an area of specialization in adult education. Projected completion dates range from Summer of 1975 to Spring of 1976. Seventeen individuals have been admitted to graduate school with majors in the above degree. Five individuals, not admitted to graduate school, have declared their graduate major to be in Curriculum and Supervision with an area of specialization in adult education. The above figures are limited to individuals who have made a commitment to the graduate program. Approximately 260 individuals have enrolled in adult education course during the past three years. Proposals for a master's degree in Adult Education have been prepared and submitted for the past two years.

2.2.4 Provide instruction in one university course per semester during the academic year.

During the first semester, ED g491 Methods and Techniques in Adult Education, 3 semester hours, was offered. Of the twelve students enrolled in this course, 8 were involved in teaching or administering adult basic education programs.

ED g491 Basic Education: Teaching the Adult, 3 credit hours, was offered the second semester. The majority of the 37 students enrolled were ABE teachers, aides or program administrators. ABE programs at ISU, Fort Hall, Soda Springs, and the Migrant Council in Blackfoot were represented. Other class participants included public school teachers, nurse educator, RSVP Director, and undergraduate students.

2.3 In conjunction with the Program Director at NWREL to

2.3.1 Participate in training activities for state staff development coordinators.

All training activities for state staff development coordinators were attended. (See Item 2.2)

2.3.2 Assist in the planning, development and implementation of one regional staff development activity.

This objective was one area which was not implemented. Reports of various topics, i.e., Maryland ABE/ITV and Idaho State Development Projects were given to the Consortium Board as requested.

2.3.3 Negotiate with the State Director of Adult Education for funds in support of the State Staff Development Plan.

From time to time, reports documenting the need for a continuation of the staff development project have been submitted.

2.3.4 Assist in the development of future regional staff development plans.

Region X Staff Development Coordinators, during the Boise meeting, drafted recommendations concerning regional staff development activities during FY 76.

2.3.5 Comply with the policies and procedures governing the operation of the program.

Compliance with the policies and procedures has been in terms of submission of required reports, regarding staff development activities and an accurate accounting of travel expenditures.

Summary

Relative to the stated goals of the Region X Scope of Work for 1974-75, the Adult Education Staff Development Project has:

1. Provided assistance in the establishment of annual staff development programs in areas requesting assistance. Three of the ABE programs in Idaho now have individuals designated as teacher trainers for local programs. One strand at the ABE Summer Workshop deals with implementing a Local Inservice Program. Attention to this topic will, hopefully, encourage more programs to devise annual inservice plans.

2. Provided information concerning various aspects of adult education (including written communications, on-site visitations, and formal presentations) to approximately 360 individuals. This dissemination process was directed toward requests from ABE personnel and individuals in various agencies such as public school, health care institutions, business and industry, and voluntary associations also which sponsor programs involving adult education.

   Six inservice workshops were conducted at four locations throughout the state. The total number of ABE teachers, aides and program administrators who participated in inservice programs was 84. Total number of hours of inservice provided was 55.

   The Idaho Adult Education Resource Personnel and Materials Guide was compiled, published by the ISU Department of Education, and distributed to over 200 ABE teachers, program administrators and other interested individuals in Idaho and Region X.

3. Provided continuing education opportunities in the form of two adult education university courses, in addition to the inservice programs and workshops mentioned above. A total of 49 individuals participated in these two courses. The courses served both teachers desiring to upgrade their professional skills and individuals who were preparing to enter the field of adult education.

   The method of reporting the status of staff development in Idaho, up to this point, has been primarily quantitative. It is impossible to work for any length of time with a variety of individuals without perceiving the feelings of participants regarding the worth of any given activity. It is these feelings, which in the final analysis, must become internalized and serve as the focus for a final evaluation of success of failure.

   A particular strength of this project, whether the process be field visitations, inservice programs, workshops or university courses, lies in providing ABE staff and others involved in adult education with opportunities of meeting together. The exchange of ideas, sharing of experience and problems during these sessions was mentioned at various places as having value and meaning for the participants.

   The wealth of hardware and software (i.e., Literacy Volunteers of America training materials, Maryland ABE/ITV, and University of Illinois Evaluation Materials) has greatly enhanced training efforts. Not only have training sessions utilizing these materials been well received, but feedback concerning implementation of training concepts

into classroom practice has been extremely positive. The ultimate beneficiary of any teacher training is the student—provided that the training has carried over into the class or learning situation.

After one workshop in which a combination of LVA materials and ABE/ITV tapes were utilized, one of the participants said, "Can you imagine all these resources being available for adult basic education teachers! We are truly fortunate." Perhaps this best summarizes the gains which have been made not only in ABE, but in the total field of adult education over the past several years. Adult Educators who for many years have operated on the periphery of the education system are finding that they are in fact part of a dedicated and growing profession. Professional growth of an individual may be measured not only in the number of individuals who participate in a given professional activity, but also in attitudinal change.

Professional attitudes call for a continual upgrading of knowledge about the adult as a learner and an upgrading of teaching skills and content areas. Implementation of the adult education staff development project in Idaho three years ago, provided for greater accessibility to professional growth in adult education. The commitment which adult basic education teachers in Idaho have made to continuing their professional growth during this time has been most gratifying.

ANNUAL REPORT OF THE OREGON ADULT EDUCATION STAFF DEVELOPMENT PROJECT

1974-75

Prepared by

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ANNUAL REPORT OF THE
OREGON ADULT EDUCATION
STAFF DEVELOPMENT PROJECT

1974-75

GOALS

1. Assist local directors and their staffs in the identification, development and implementation of appropriate field and campus based activities to serve the needs of personnel conducting Adult Edcuation programs in Oregon.

2. Promote and make persons aware of the concept of Life-Long Learning in teacher-education throughout Higher Education in Oregon.

3. Identify and prepare staff associates in each local program to be responisble for the cooperative implementation of staff development plans of that program.

4. Participate with the Regional Staff Development Director of Adult Education and the State Director of Adult Education and/or their designates in a cooperative arrangement aimed at the professional development of Adult Education personnel in Oregon.

5. Provide technical assistance to appropriate agencies concerning Adult Education in Oregon and cooperatively throughout Region X.

6. Assume the activities of the Oregon Staff Development Plan that can best be addressed by the university (Oregon State University) and its resources.

7. Be responsible to the Coordinator of Adult Education of Oregon State University for the assignment and evaluation of professional duties and responsibilities, and contribute to the general functions and activities of the School of Education, Oregon State University as a fulltime faculty member.

OREGON FISCAL 1974-1975 ACTIVITIES

University Courses Completed

1. Education 199 Special Studies: Adult Education, Oregon State University, Summer 1974, 20 classroom hours, undergraduate credit.

2. Education 508 Workshop: Curriculum Materials for Adult Basic Education I, Pre-GED Studies, Oregon State University, Summer 1974, 30 classroom hours, graduate and undergraduate credit.

3. Education 508 Workshop: Curriculum Materials for Adult Basic Education II, GED Studies, Oregon State University, Summer 1974, 30 classroom hours, graduate and undergraduate credit.

4. Education 498 Field Experience in Adult Education, Oregon University, Summer 1974, 30 experience hours, graduate credit.

5. Education 508 Basic Education: Teaching the Adult, Oregon State University, Spring 1975, 30 classroom hours, graduate and undergraduate credit.

Workshops Completed

1. July 1 through July 11, 1974: Oregon Adult Education Cadre Training Session, Oregon State University, 42 classroom hours.

2. September 18, 1974: The Undereducated/Disadvantaged Adult Student, Mt. Hood Community College, 3 classroom hours.

3. September 23, 1974: Adult Education Study in Oregon/The Adult Student, Lane Community College, 4 classroom hours.

4. September 18, 1974: ABE in Oregon/The ABE Student/Opportunities for Staff Development, Clackamas Community College, 3 classroom hours.

5. September 24, 1974: Special Cadre Trainer Workshop, Central Oregon Community College, 17 classroom hours, 2.5 day

Workshops Completed (continued)

6. October 30, 1974: Oregon Reading Objectives/Algebra for GED, Clackamas Community College, 2 classroom hours.

7. December 3, 1974: Alternate Spelling Approaches/English for GED, Portland Community College, 7 classroom hours.

8. December 11, 12, 1974: An Alternate Mode of Teaching Basic Reading, Southwestern Oregon Community College, 12 classroom hours.

9. December 14, 1974: New Student Orientation/Counseling, Lane Community College, 3.5 classroom hours.

10. December 18, 19, 20, 1974: Oregon Adult Education Cadre Trainer Session, Oregon State University, 15 classroom hours.

11. February 15, 1975: Teaching Developmental/Critical Reading, Lane Community College, 3 classroom hours.

12. February 19, 20, 1975: An Alternate Mode of Teaching Basic Reading II, Southwestern Oregon Community College, II classroom hours.

13. February 21, 22, 1975: Teaching Reading by the Volunteers of America System, Central Oregon Community College, II classroom hours.

14. February 27, 28, 1975: Teaching Basic Reading, An Alternate Mode, Umpqua Community College, 10 classroom hours.

15. March 7, 8, 1975: Literacy Volunteers of America Reading Workshop, Linn-Benton Community College and Cheneketa Community College, 10 classroom hours.

16. March 14, 15, 1975: Oregon State Department of Education Reading and Math Objectives/Alternate Mode of Teaching Reading, Rogue Community College, 12 classroom hours.

Workshops Completed (continued)

17. March 20, 21, 1975: An Alternate Mode of Teaching Basic Reading, Mt. Hood Community College and Clackamas Community College, 10 classroom hours.

18. April 11, 12, 1975: An Alternate Mode of Teaching Basic Reading, Blue Mt. Community College and Wasco County I.E.D., 10 classroom hours.

19. April 11, 12, 1975: Teaching Basic Reading to Adults, Chicano-Indian Education, Right to Read, Oregon Rural Opportunities personnel, Camp Adair, Corvallis, 11 classroom hours.

20. April 25, 26, 1975: An Alternate Mode of Teaching Reading to Adults, Treasure Valley Community College, 11 classroom hours.

21. May 15, 16, 1975: Teaching Basic Reading to Adults, Mt. Hood Community College Adult Basic Education Staff, Veterans' Educational Center Personnel, Maywood Park Center, 11 classroom hours.

22. May 22, 1975: Transfer and Vocational Faculty of Southwestern Oregon Community College, Awareness of Undereducated and Disadvantaged Adult Students enrolling in Open Door Community Colleges, 5 classroom hours.

23. May 23, 1975: Orientation Process of New Students, Perscription Method of Teaching, Competencies of Adult Basic Education Teaching Staff, Southwestern Oregon Community College, 1 classroom hour.

24. May 23, 24, 1975: Teaching by Alternate Modes - Reading for Adults, Southwestern Oregon Community College, 11 classroom hours.

25. June 13, 14, 1975: An Alternate Mode of Teaching Basic Reading, Lane Community College, 11 classroom hours.

Field Services Completed

August 28, 29, 30, 1974: Adult Education Director's Fall Inservice Meeting, Explanation of Oregon State University's Program and its association with the Consortium's Staff Development Program, Newport, 42 participants.

September 9, 1974: Operations Meeting with Oregon State Department of Education's Adult Education Staff/Oregon State University Adult Education Staff, Fiscal 1974-75, Salem, 4 participants

September 30, October 1, 2, 3, 4, 1974: Literacy Volunteers of America, Inc., Reading Workshop for Leaders, Boise, Idaho, 5 Oregon participants

October 8, 1974: Oregon State Reading Objectives Meeting, Chemeketa Community College, 6 participants

October 11, 1974: Teaching the Adult/Adult Education Philosophy/Life-Long Learning, Home Economics Education, Oregon State University, 16 participants

October 10, 1974: Adult Education Professor of University of Technology, Loughborough, Leicestershire, England, at Oregon State University, Adult Education/Community Education in England/Europe, Adult Education and Community Education graduate classes

October 18, 1974: Planning Session with Adult Education/Special Projects Officer, future activities, Clackamas Community College, 3 participants

October 28, 1974: Planning Session with Adult Education Director, Cadre Trainers and ad hoc Teacher Committee, future activities, Lane Community College, 6 participants

November 5, 6, 7, 8, 1974: AEA-NAPCAE National Convention, represented Pacific Northwest and George Swift, presentation to the National Bar Association, National Congress of Correction, represented Oregon as Oregon Delegate for National Adult Education Association, Miami, Florida

November 13, 14, 15, 16, 1974: Northwest Adult Education Association Annual Conference, Chairman of Special Project Committee, reported to Board of Directors and General Assembly, Spokane, Washington

November 20, 1974: Adult Basic Education/Correctional Adult Education, Education 496, Education for Adults, Oregon State University, 35 participants

November 26, 1974: Negotiation and Planning Session with Chicano-Indian Education Center (CISCO), Oregon State University, 2 participants

December 4, 5, 1974: Maryland State Department of Education ABE/ITV Inservice, Washington State University, 11 participants

December 9, 1974: Planning Session for future activities with Oregon's Coordinator of Adult Education Curriculum, Chemeketa Community College, 2 participants

December 17, 1974: Evaluation Session with State Director, State Unit Directors, Consortium Director, HEW Program Officer, concerning Oregon Adult Education Staff Development Project, Portland Community College

January 6, 1975: Evaluation and Planning Session, future activities for ABE Instruction Staff, Lane Community College, 7 participants

January 7, 1975: Planning Session for future activities for ABE Instructional Staff, Linn-Benton Community College, 4 participants

January 8, 1975: Planning Meeting for future activities for ABE Instructional Staff, Southwestern Oregon Community College, 8 participants

January 9, 1975: Planning Meeting for activities for ABE Instructional Staff, Rogue Community College, 3 participants

January 13, 1975: Planning Meeting and Inservice concerning Oregon Reading/Math Objectives and future activities, Clatsop Community College, 4 participants

January 14, 1975: Reporting Meeting to Region X Consortium Board concerning activities in Oregon and Region for Fiscal 74-75, Seattle, Washington, 26 participants

January 15, 1975: Inservice needs and planning meeting, Wasco County I.E.D., 4 participants

January 16, 1975: Reading workshop planning meeting, Blue Mountain Community College, 4 participants

January 23, 1975: Inservice explanation of procedures and planning session for future activities, Mt. Hood Community College, 4 participants

January 27, 1975: Inservice explanation and planning meeting concerning future Reading Workshop, Central Oregon Community College, 4 participants

January 28, 1975: State Program Director's Meeting, reported concerning Oregon State University's Adult Education Graduate Program/Adult Education Staff Development Program/Spring and Summer campus plans, Clackamas Community College, 26 participants

January 29, 1975: Planning Meeting for Oregon State University Summer Conference, Division of Continuing Education, Oregon Coordinating Counsel, Chemeketa Community College, Adult Education, Oregon State University, 6 participants

January 29, 1975: Teaching the Adult/Adult Education Philosophy/Life-Long Learning, Upper-division Vocational Education Students, Oregon State University, 65 participants

January 15, 1975: Special Reading Workshop, Lane Community College, sponsored by the college with the cadre instructors and committee conducting. This was the lead in to their June Alternate Modes of Teaching Reading Workshop. This session was over 3 hours, 20 participants

February 27, 1975: Oregon State Adult Education Advisory Committee Meeting, Oregon Blind School. I reported on the Staff Development activities originating from Oregon State University

March 12, 1975: Evaluation and Planning Meeting of Lane Community College Planning Staff of the Adult Basic Education Division. Evaluated the last workshop and planned for the June Reading Workshop, 2 hours, 5 participants

April 17, 18, 1975: Oregon Adult Education Director's Meeting, Rogue Community College. Reported on Staff Development Activities, Chautauqua '75, Oregon State University Summer 1975 activities, 25 participants

April 19, 1975: Conference Speaker for Portland State University, Business Educators of Oregon—Delta Pi Epsilon, Disadvantaged, Undereducated and Handicapped Adult Students now enrolling in post-secondary education, 1 hour, 101 participants

April 28, 1975: Life-Long Learning, Life-Roles Education, Adult Education Philosophy, Oregon State University, Home Economics Education Seniors. 2 hours, 26 participants

May 6-9, 1975: Guest of Mountain-Plains Adult Education Association as a representative of Northwest Adult Education Association Committee Chairman. Spoke informally to membership.

ACCOMPLISHMENTS IN NUMBERS

University Courses Completed

	Course	Classroom Hours	Term Hour Credit	Number of Participants
	1	20	2	4
	2	32	3	48
	3	40	3	30
	4	30	3	2
	5	30	3	14
Totals:	5	152	14	98

Field Workshops Completed

	1	42	0	9
	2	3	0	24
	3	4	0	30
	4	3	0	15
	5	17	0	1
	6	2	0	17
	7	6	0	20
	8	12	1	32
	9	4	0	21
	10	15	0	8
	11	3	0	20
	12	11	1	22
	13	11	1	21
	14	11	1	30
	15	11	1	26
	16	12	1	14
	17	10	1	31
	18	10	1	12
	19	11	1	22
	20	11	1	32
	21	11	1	18
	22	9	0	31
	23	2	0	7
	24	11	1	21
	25	11	1	27
Totals:	25	253	13	492

Field Service Completed

Course	Classroom Hours	Term Hour Credit	Number of Participants
NA*	NA	NA	916+

* 35 visitations
\+ approximate number, see part #3, Field Services Completed

Totals of all activities:

Course or Activities Completed	Classroom Hours Excluding Field Service	Term Hour Credit Given	Number of Participants Served
65	405	27	1,506

PERSONAL EVALUATION

The success of each of the Project years appears to build on the rapport established and the services rendered of the past. Now that the third year of the Project is coming to a close, the success felt by the Coordinator is three times that of the first year. It may be that both the Coordinator and the field personnel have learned to work with each other to their greatest effectiveness at the level of sophistication in Adult Education in which they find themselves.

Through continuing need assessment, conferencing, planning, and the creation of relevant activities, the fourth year of the Project appears to be one that will prove more successful than the third.

Coordinating the campus and field activities is no easy task, and each year we have learned more that is of value to the Coordinator and to the field personnel to enhance their professionalism. It is anticipated that continued progress in staff development will be realized as long as the Project exists.

A SUMMARY REPORT OF THE WASHINGTON ADULT EDUCATION STAFF DEVELOPMENT PROJECT 1974-75

Prepared by
John E. Mahaffy
Washington Coordinator
Region X Staff Development Project
Assistant Professor of Education
Washington State University
July 23, 1975

ANNUAL REPORT OF THE
WASHINGTON ADULT EDUCATION
STAFF DEVELOPMENT PROJECT

1974-75

This document is a report and evaluation relating to the planning and implementation of Adult Education staff development activities in the state of Washington, for the period of September 1, 1974 to August 31, 1975. The Office of the Superintendent of Public Instruction, Washington State University, and the Northwest Regional Educational Laboratory entered into an agreement with regard to the provision of these activities. The three main divisions which constitute this report are: (1) Goals and Objectives, (2) Activities and Accomplishments, and (3) Evaluation.

Goals and Objectives

A "Memorandum of Understanding," dated October 29, 1974, was entered into by the Office of the Superintendent of Public Instruction, Washington State University and the Northwest Regional Educational Laboratory. The following goals and objectives for the Washington Adult Education Staff Development Project are taken from that document.

First there existed two "expected outcomes":

1. Local, state, and regional staff development of Adult Education

2. The further development of the Master's Degree Program in Adult Education and the general promotion of Adult Education at Washington State University

Within this general framework were contained the following goals and objectives:

I. The first goal of the Washington Staff Development Project as stated is to provide for effective and continuing staff development activities for Adult Educators throughout the state of Washington

   The process for attaining this goal included the following objectives and activities:

   a. Define and implement a process through which the staff development needs of Adult Educators can be determined

b. Develop a state plan for Adult Education Staff Development

c. Identify a Core of Adult Teacher Supervisors (CATS)* from among the Adult Educators in each of the local programs

d. Seek advice and assistance in the planning and promotion of staff development activities for the CATS through periodic contacts and meetings with cognizant adult educators and organizations, e.g., Washington Continuing Education Association, Northwest Adult Education Association, Adult or Continuing Education Directors, CATS, Northwest Regional Educational Laboratory and others

e. Provide for the training of the Core of Adult Teacher Supervisors regarding staff development and their function as coordinators of teacher trainers in their respective district

f. Cooperate with the Core of Adult Teacher Supervisors as needed in providing local staff development activities

g. Provide for on-going evaluation of staff development activities

II. The second goal of the Washington Staff Development Program was to cooperate with Washington State University in the identification, selection and preparation of professionally-trained Adult Educators

The process for achieving this goal included the following objectives and activities:

a. Become involved with other members of the Washington State University faculty and administration in futhering the development of a Master's Degree Program in Adult Education

b. Teach at least one credit class concerning some aspect of Adult Education, beginning with the Spring Semester of the 1974-75 academic year

*The Core of Adult Teacher Supervisors (CATS) has subsequently been changed to Core of Adult Teacher Trainers (CATTS) and following this quotation, will be referred to as such in the remainder of this report.

c. Cooperate with other members of the Washington State University faculty and administration in familiarizing undergraduate education majors with the nature and scope of adult education

d. Promote the concept and academic area of Adult Education among faculty, administrators and students at Washington State University

Activities and Accomplishments

The various activities and actual accomplishments of the Washington Adult Education Staff Development Project will be summarized in this section. A basic division suggested by the two major goals previously stated will be followed in the discussion of these activities and accomplishments.

The first major goal relates to the provision of effective and continuing staff development for Adult Educators in the state of Washington. The specific objectives and activities listed above were proposed as a means by which this goal could effectively be met. If may be noted from the list of objectives that the procedures for meeting the goal were essentially based on the initiation and development of the Core of Adult Teacher Trainers (CATTS) program. Although much planning and groundwork has been accomplished, actual establishment of the CATTS program has just begun to be initiated at the time of this writing.

The failure of the CATTS system to materialize as anticipated resulted in an initial delay regarding the planning and implementation of state staff development activities. When it became apparent that the CATTS system would not be organized with sufficient time remaining to function as a mechanism for assessment and delivery of needed activities, alternate planning was initiated to provide staff development on a more temporary and short-range basis.

The first set of activities which required modification were the assessment of staff development needs of adult educators in the state of Washington and the subsequent development of a Washington State Staff Development Plan. It was originally felt that the CATTS system would be utilized for a statewide needs assessment procedure and that the results obtained would be incorporated into a state staff development plan which the CATTS would help draft. The assumption also was made that the CATTS system would comprise a significant part of the procedural aspect of the plan. As it became apparent that neither of these activities could be affected as planned, alternative activities were formulated.

Needs of adult educators were determined by the following three procedures. A formal needs assessment had been conducted the previous year by Washington Staff Development Coordinators, Clark Jones and Glen Ingalls. The data from this survey were utilized to the extent they felt to be relevant and valid under current conditions. Additional information was gleaned through discussions with Elmer Clausen, Washington State Director of Adult Education, and Aubrey Gardner, Director of the Region X Staff Development Program. These conversations provided an indication of past needs, how they had been addressed and their perceptions of the nature and extent of current needs. Finally, numerous contacts were made with adult educators in the state of Washington for the purpose of making known the services of the staff development program and to elicit perceptions of staff development needs in local programs. Telephone contacts were made with every Adult Basic Education Supervisor in the state, most Continuing Education Directors and numerous teachers. In addition to these telephone contacts, site visits to the following programs were made as an attempt to gather more detailed and complete information:

Colville Indian Reservation; Nespelem and Omak
Big Bend Community College, Moses Lake
Tacoma Public Schools/L.H. Bates Voc. Tech., Tacoma
Renton Voc. Tech. Center, Renton
Spokane Community College, Spokane
South Seattle Community College, Seattle
Highline Community College, Midway
Lower Columbia Community College, Longview
Tacoma Community College, Tacoma
Walla Walla Community College, Walla Walla
Wenatchee Valley College, Wenatchee
Clover Park Voc. Tech., Tacoma
Ft. Steilacoom Community College, Tacoma
North Seattle Community College, Seattle
Seattle Central Community College, Seattle
Olympic College, Bremerton
Grays Harbor Community College, Aberdeen
Centralia College, Centralia
Bellevue Community College, Bellevue
Clark College, Vancouver

As a result of direct contacts with adult educators in the above programs, the input from Aubrey Gardner and Elmer Clausen and the previously-conducted needs assessment survey, staff development activities were planned and implemented. A summary of staff development activities which were planned and carried out within the state of Washington during the past year are shown in Table 1.

Table 1

Staff Development Activities Accomplished in 1974-75

Workshop Topic; Date	Location	Geographic Area	Number of Washington Participants	Number of Washington Programs Represented	Type of Participants Attending	Length of Workshop (Hours)	Total Hours of Participant Involvement	Overall Evaluation by Participants
ABE Materials; 10/26/74	Nespelem, WA	Local	8	1	Teachers, Administrators	6	48	Positive
Learning Center Operation; 10/30/74	Moses Lake, WA	Local	6	1	Teachers	6	36	Positive
ABE Program Evaluation; 11/19-22/74	Seattle, WA	Regional	12	11	Teachers, Administrators	20	240	Positive
ABE/Video Tape Materials; 12/4-5/74	Pullman, WA	Regional	4	4	Teachers, Administrators	9	36	Positive
ABE Reading; 2/1/75	Moses Lake, WA	Local	13	3	Teachers, Administrators	7	91	Positive
LVA - Trainer of Trainers; 1/22-25/75	Seattle, WA	Regional	27	13	Teachers, Administrators	20	540	Positive
ABE Level II Reading; 3/1/75	Spokane, WA	Local	30	4	Teachers, Administrators, Aides	8	240	Positive

Table 1 (cont.)

Workshop Topic; Date	Location	Geographic Area	Number of Washington Participants	Number of Washington Programs Represented	Type of Participants Attending	Length of Workshop (Hours)	Total Hours of Participant Involvement	Overall Evaluation by Participants
ESL Teacher Training; 4/5/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
ESL Teacher Training; 4/12/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
LVA Teacher/ Volunteer Training; 4/18/75	Bellingham, WA	Local	13	1	Teachers, Administrators, Aides	5	65	Positive
ESL Teacher Training; 4/19/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
LVA Teacher/ Volunteer Training; 4/25/75	Bellingham, WA	Local	13	1	Teachers, Administrators, Aides	5	65	Positive
ESL Teacher Training; 4/26/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
Learning Center Operation; 4/29/75	Bellevue, WA	State	14	9	Teachers; Administrators	8	112	Positive

Table 1 (cont.)

Workshop Topic; date	Location	Geographic Area	Number of Washington Participants	Number of Washington Programs Represented	Type of Participants Attending	Length of Workshop (Hours)	Total Hours of Participant Involvement	Overall Evaluation by Participants
LVA Teacher/ Volunteer Training; 5/2/75	Bellingham, WA	Local	13	1	Teachers, Administrators, Aides	5	65	Positive
ESL Teacher Training; 5/10/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
ESL Teacher Training; 5/17/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
ESL Teacher Training; 5/24/75	Lakewood, WA	Local	29	7	Teachers, Aides	7	203	Positive
SAGE-ABE Counseling; 5/30-31/75	Seattle, WA	State	24	18	Teachers, Administrators, Aides, Counselors	12	288	Positive
TOTAL			380			160	3,247	

The breakdown of activities in Table 1 may also be expressed in the form of the statistics shown in Table 2.

Table 2

Statistical Summary of the 1974-75 Program

Average number of programs represented per workshop	6.1
Average number of hours per workshop	8.4
Average number of participants per workshop	20.0
Average number of hours per participant	8.5

During this period of time, many additional and related activities were concurrently being carried out related to staff development. It would be extremely difficult to attempt to list, quantify and evaluate the many meetings, discussions, conversations, planning sessions, and related involvements which comprise this group of activities. It should be noted, however, that the sum of such activities (in addition to those listed in Table 1) combine to form a sizable general accomplishment of the Washington Staff Development Project.

These related activities had a direct impact on improved relations. Since the coordinator was totally new to the state of Washington and had no opportunity to become acquainted with adult educators or program operations prior to beginning actual work on the project, these learning activities required much time and energy. Activities of this type were quite necessary for several reasons, not the least of which was to establish a communications system and to lay an adequate foundation for the planning and implementation of major components of the staff development plan, including the CATTS program. It is the coordinator's perception that the creation of a good working relationship and an adequate communication system with adult educators constitutes a significant factor in the successful accomplishment of the first state staff development goal during the past year.

The second overall goal of the Washington Staff Development Project was concerned with faculty involvement regarding the Master's of Adult and Continuing Education (MACE) degree at Washington State University. This degree was offered interdepartmentally through the departments of Education and Cooperative Extension. The author was invited and became involved with an interdepartmental faculty committee responsible

for the administration and development of this degree program. Additionally, the coordinator sat on a subcommittee of this group whose purpose it was to consider the advantages and disadvantages of proposing an external degree within the MACE program. Such a proposal was in fact drafted, approved by the MACE faculty and submitted to the university administration. It also was the desire of the author and the MACE committee to increase undergraduate familiarization with Adult Education; however, progress in this area was not significant during the initial year of operation.

As a member of the MACE faculty, the author taught a three-semester hour graduate course, Education 576—Adult and Continuing Education, during the Spring semester of 1975. Twenty-three students successfully completed this course. Together with John Wilson, a MACE faculty member from Cooperative Extension, a course entitled "Topics in Adult Psychology" was proposed and approved for the 1975 Summer Session. The course, Education 523, was offered for three hours of graduate credit this summer and had an enrollment of eight graduate students. The author also acted as a supervising instructor for a graduate course offered by Washington State University in Lakewood, Washington. The course, Education 521c—Teaching English as a Second Language: Methods and Materials, was successfully completed by twenty students for three years of graduate credit. Student evaluations of all courses completed were positive overall. Numerous related advisement activities embracing discussions with present and prospective students were continuously occurring throughout the year.

University activities not specifically related to the MACE program or Adult Education included participation in departmental faculty meetings and membership on the Area Committee for Administration and Higher Education. The coordinator also devoted time and energy to research and development activities, being asked by other faculty members to consult on three grant proposals related to Adult and Continuing Education.

Evaluation

It is the opinion of the coordinator that the two goals set forth for the Washington Staff Development Project were essentially met. The information and data provided in the Activities and Accomplishments section of this report tend to substantiate this perception.

Evaluation of the first goal of the project is somewhat difficult due to the fact that evolvement of the CATTS program proved to be much more difficult than originally visualized and is just now occurring. Nevertheless, staff development activities were made available to Adult Educators throughout the state of Washington, primarily on the basis of requests

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from the field and assessed needs. The ultimate effectiveness of this training can only be judged in terms of student learning inferred by subsequent behavioral changes in their daily activities. This information is not available for correlation with staff development activities and could only suggest inferential conclusions. Thus, we are forced to rely on the quantity of Adult Educators being served by staff development activities and their subjective evaluation of those activities. The summary evaluations reported in the Goals and Accomplishments section suggest that the staff development activities were relevant to the needs of the participants and of sufficient quality to meet those needs. While impressive in length, the quantity of activities provided possibly fell short of what was actually needed. It is hoped that as the CATTS system becomes operational, it will make staff development activities more available and accessible on a continuous basis to Adult Educators throughout the state. In this regard, it is the opinion of the coordinator that a great deal was accomplished in terms of opening communication channels and in the establishment of a good working relationship with Adult Educators in Washington and with the State Director of Adult Education. This was a necessary, if not formal, accomplishment of the project and should lead to effective implementation of the CATTS program and an improved staff development project in the coming year. In summary, it is felt that the first goal of the Washington Staff Development Project was achieved with a reasonable degree of effectiveness.

Similarly, it is the contention of the coordinator that the second goal of the project, that of the preparation of professionally-trained Adult Educators at Washington State University, was effectively achieved. The Master's of Adult and Continuing Education (MACE) degree program has continued to develop and become more clearly defined throughout the year and has suffered no serious setbacks. Much interest in the MACE program has been expressed to the author by Adult Educators throughout the state. Regarding on-campus instruction and related faculty activities, the author's experience was one of receiving the cooperation and assistance required to perform the responsibilities effectively. The establishment of a special class in Adult Psychology for the summer and an off-campus course in the Teaching of English as a Second Language are viewed as examples of University support for the MACE program. Positive evaluations from students in the Adult and Continuing Education class and the successful completion of the class by all students are viewed as qualitative indicators of the instruction provided. The MACE program will continue through the summer and into the coming academic year with an expected increase in enrollment. It is the opinion of the coordinator that the Master's of Adult and Continuing Education program at Washington State University has grown in size and reached a higher level of quality during the 1974-75 academic year and is currently functioning effectively.